







Oakwood Primary Academy
Year 1 and 2 Long Term Curriculum Plan 2021-2022

Unit/Theme		Amazing Me (7 weeks)	Weather Watchers (7 weeks)	Below Zero: Greenland (7 weeks)	World Explorers (6 weeks)	British Bridges (5 weeks)	Commotion in the Ocean (7 weeks)
Destination		To create 'my passport' including facts about their lives.	Perform poems and music to parents.	To plan and go on an Artic Expedition.	To read their journey story to children in EYFS.	To build bridges with parents and test their strength.	To create a narration video about the world's oceans.
Big Question		What makes us special?	What is the weather like where we live?	What's it like in the Arctic circle?	Who discovered the world?	What makes a bridge strong?	How do living things survive in our oceans?
STEM	STEM Skills	 Problem Solving	 Creativity	 Inquiry Skills	 Observation	 Flexibility	 Collaboration
	Science	<u>Animals and Humans</u> To draw the human body and label key parts. To investigate your senses, know where they are located and what they do. To Investigate how removing one sense changes your answer to question.	<u>Seasons</u> To name and describe the four seasons. To use a rain gauge to monitor rainfall. To use a thermometer to measure. temperature over a period of time. To observe and answer simple questions. <u>Plants</u> To grow and observe plants as they grow. To investigate different growing conditions and how they affect growth. To discover the life cycle of a plant or tree form seed to maturity.	<u>Living things and Habitats</u> To compare and contrast Artic (Greenland) habitat with GB (recap from previous unit) To identify how animals have adapted to live in this habitat and how it supports their needs. To contrast food chains in a different habitat.	<u>Animals including Humans</u> To learn about and describe the importance of exercise and a healthy diet to humans	<u>Materials and Their Properties</u> To explore material properties and identify key uses for that material. To identify the best material to construct a bridge and explain their choice.	<u>Living things and their habitats</u> <u>Animals including humans</u> To understand the different ocean habitats that animals live in. To understand and explain the different life cycles of sea creatures. To explore ocean food chains.
	Computing	To work independently on a computer. To learn how to turn it on and off, log on and save a file.	To use 'paint' to create a seasonal picture – exploring colours and shapes.	To create a simple blog as an Artic expedition member.		To use an appropriate programme to create a picture of a bridge. To use a range of tools to produce different techniques. To alter formatting to change the colour or size.	To use appropriate equipment to record the destination video.
		NOS: Self image and identity	NOS: Online Relationships NOS: Online reputation	NOS: Online Bullying	NOS: Managing Online Information	NOS: Health, Wellbeing and Lifestyle	NOS: Privacy and Security/Copyright and Ownership
	DT	To understand the basic principles of a healthy and varied diet. To use drawings to develop ideas of a healthy dish. To follow instructions to peel, spread, snip, grate and cut foods to prepare a healthy dish.	To design and make their own rain gauge for recycled material.		To research different vehicles for exploration (sledge, Land Rover, boats, animals etc) TO design a vehicle for modern day exploration including explanation for choice made TO use appropriate materials to construct the vehicle To evaluate and test design against specific criteria	To design, make and test a bridge for a purpose. To evaluate a product against a design brief.	
	Maths	To measure bodies and body parts accurately using rulers and tape measures. To understand the months of the year, a year is cyclical and where their birthday falls within a year.	To measure rainfall accurately using cylinders and measuring jugs. To use days of the week and time in the weather diary.	To cost out essentials for a polar expedition.			
		White Rose Maths Scheme of Learning					
English		Captions, labels and lists Stories with familiar settings	Instructions – making a rain gauge. Weather poem.	Diary entry – Artic explorer on expedition. Narrative – Artic adventure	Narrative based on 'Journey' Non-chronological report linked to product created in DT	To write a narrative story based on The Tower Bridge Cat. To write an information text about Bridges of Britain.	To write a story of an adventure of a sea creature. To write an explanation text about ocean habitats for destination.
(Reading Text)		Topsy and Tim start school – Jean and Gareth Adamson Biff, Chip, Kipper – Going to the hairdresser (or similar) – Roderick Hunt	Trees – seasons come seasons go – Patricia Haggerty. Tiny seed – Eric Carle Percy the Park keeper – various (optional) Weather poems – various The months – Sarah Colridge (poems)	Pugs of the North – Phillip Reeve. The last Polar Bear – Harry Horse The great explorer – Chris Judge	Alastair Humphreys' Great Adventures Explorers: Amazing tales of the world's greatest adventurers – Nellie Huang Journey – Aaron Becker	The Tower Bridge Cat by Tee Dobinson The Building Boy Rosa's Big Bridge Experiment	Under the sea – Anna Milbourne One day in our blue planet – in the ocean The big book of the blue – Yuval Zommer Tiddler – Julia Donaldson
History		To create a simple family tree. To create a timeline of the key moments in their life – including birth, walking, nursery, starting school, birth of siblings etc.		To investigate a famous Artic explorer (e.g. Ronald Amundsen). What they did and why it was important.	To explore the lives of significant explorers (Drake,, Shackleton, Edmund Hillary, Tenzing Norgay, David Livingston, Freya Stark) from local and world history.	To research Brunel Bridge and understand its significance to the local area. To understand why bridges are important to people. To explore how bridges have changed overtime.	
Geography			To keep a weather diary for a period of time.	To locate the equator and north and south poles on a globe and understand where on the globe is hot and cold and why. To explain the main features of Greenland and what makes it cold. To compare physical and human geographical features of Greenland to GB.	To locate continents and oceans of the world on a <u>class map</u> (display). To map routes of famous explorers.		To identify oceans of the world. To begin to use and understand compass directions.
Art		To draw a self-portrait using lines. To experiment with recycled materials to construct human bodies.	To explore colour mixing.	To use different brush techniques and brushes (thick, thin, stipple) to create a relevant Artic scene (e.g. artic explorer, Greenland landscape etc)			To use a range of different textiles and materials to create an ocean scene collage with sea creatures.
Music		To listen to music and say how it makes them feel. To describe how music affects moods.	To compose music based upon the weather/seasons. To explore how sounds can be made.		To create and perform a musical journey using tuned or untuned instruments To begin to explore musical notation using symbols		BBC music – sun, sea and song To sing songs collaboratively. To understand melody, pulse and rhythm.
RE		Who is a Muslim and how do they live?	Who is Jewish and where do we live?	Who is a Muslim?	Why does Easter matter to Christians?	What is the good news Christians say Jesus brings?	What makes some places sacred to believers?
				How do they live?			

MFL						
PSHE	What makes a good friend?	What is Bullying?	What jobs to people have? Compare UK and Greenland.	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
PE	Real PE	Real Gym	Games	Real PE	Real Gym	Games
Rich Experiences					Cross the Tamar Bridge	Aquarium visit – actual or virtual. Marine biologist visit – interview.
Discovery List						

House Days:

Date	Subject and Objectives	Outcome